

# Logic Model Worksheet

I. Situation: program partners and stakeholders	
Your <b>institution's name</b>	Utah State Library Division
What is the program's <b>name</b> ?	Library Services for Speakers of Native American Languages Pilot Project Version: 1.2 Date: 07-28-2008
What <b>partners</b> are involved?	Small and rural public libraries in Utah and bookmobile libraries serving remote Native American communities— <i>for this project small/rural are libraries serving a population of 25,000 or less.</i>
	Forrest S. Cuch, Executive Director Division of Indian Affairs Department of Community & Culture
Who are the program's other <b>stakeholders</b> ?	What does each <b>stakeholder</b> want to know? (Be sure to include yourself, your target audience, partners and any other stakeholders.)
IMLS	<ul style="list-style-type: none"> <li>• How many people participated in this project?</li> <li>• What were their important characteristics as a target audience?</li> <li>• What are the outcomes?</li> <li>• How many participants achieved the outcome?</li> <li>• How do you know?</li> <li>• Did you meet the need?</li> </ul>
Utah State Library Board and LSTA Advisory Council	<ul style="list-style-type: none"> <li>• Why are we doing this project?</li> <li>• How does the project tie to our mission?</li> <li>• How long is this project?</li> <li>• How much will the project cost per year?</li> </ul>

	<ul style="list-style-type: none"> <li>• Total cost of the project over 3 years?</li> <li>• How many libraries will benefit from this project?</li> <li>• How many librarians will benefit from this project?</li> </ul>
Utah State Library Staff	<ul style="list-style-type: none"> <li>• What is the goal of the project?</li> <li>• How does this project fit into our mission and strategic plan?</li> <li>• What other USL resources will be needed?</li> <li>• Which libraries will benefit from the project?</li> <li>• To what extent did our program improve librarian's skills?</li> <li>• What evidence do we have that the project made a difference?</li> </ul>
Project Participants	<ul style="list-style-type: none"> <li>• What is the benefit to my library?</li> <li>• How will the project help me and my staff?</li> <li>• How long is this project?</li> <li>• How much of my time will this project take?</li> <li>• How much money do I have to contribute towards the project?</li> </ul>
Project Partner Division of Indian Affairs	<ul style="list-style-type: none"> <li>• What is the goal of the project?</li> <li>• What is the nature of our participation in the project?</li> <li>• What resources are we committing to provide for the project?</li> <li>• How will we benefit from participating in the project?</li> </ul>
II. Program planning: connecting needs, solutions, and results	
Who are the <b>audiences</b> ?	<ul style="list-style-type: none"> <li>• Small and rural public libraries in Utah and bookmobile libraries serving remote Native American communities– for this project small/rural</li> </ul>

	are libraries serving a population of 25,000 or less.
What are the <b>needs</b> of the audience?	<ul style="list-style-type: none"> <li>• Library staff in small/rural public libraries and bookmobiles lack an understanding of how Native American cultural differences impact public service and an understanding of the perspectives that Native Americans bring to the library experience and their implications for library philosophy and practice.</li> <li>• Library staff in small/rural public libraries and bookmobiles lack skills developing a collection of materials in Native American languages, conducting effective outreach to the Native American communities, marketing skills to highlight their collections in Native American languages and services, and implementing successful programs for their Native American patrons.</li> <li>• Small/rural public libraries and bookmobiles do not have adequate funding to purchase library materials in Native American languages.</li> </ul>
What are some <b>audience considerations</b> ?	<ul style="list-style-type: none"> <li>• Public library staff in small and rural libraries in Utah includes library directors and public service librarians.</li> <li>• Bookmobile library staff include the bookmobile librarian and library assistants (technicians).</li> <li>• Often, library staff do not have an MLS degree, but some have undergraduate studies and degrees.</li> <li>• Most library staff are comfortable using common information technology (such as computers, phone, and fax) to communicate, learn, and access information.</li> <li>• The pilot project focuses on one bookmobile library serving Navajo speakers in remote communities in Southeastern Utah.</li> <li>• If library staff need to attend training at USL headquarters, reimbursement for mileage will be needed.</li> <li>• Library staff do not speak Navajo.</li> <li>• Library staff do not have experience in cultural</li> </ul>

	<p>issues, collection development, outreach, marketing, and programming for Navajo speakers.</p> <ul style="list-style-type: none"> <li>• More than 70% of the San Juan County Bookmobile route and circulation occur on Navajo Nation lands.</li> <li>• There are only two public libraries in San Juan County, one in Monticello and one in Blanding. The rest of our county (the largest in Utah, geographically with the most remote communities), is served by the bookmobile.</li> <li>• Navajo language and culture is taught in most of San Juan County's schools.</li> <li>• Statistics from the U.S. Census Bureau (2000) show: <ul style="list-style-type: none"> <li>○ Total San Juan County population (2006 estimate) is 14,265.</li> <li>○ 53.9% of San Juan County's population is Native American (primarily Navajo).</li> <li>○ 47.2% of San Juan County's population speaks a language other than English in their homes (primarily Navajo).</li> <li>○ 25.5% of San Juan County's population is below poverty level.</li> </ul> </li> </ul>
<p>What <b>solution</b> fulfills the needs?</p>	<ul style="list-style-type: none"> <li>• The State Library will identify opportunities to train staff about Native American cultural issues, library philosophy and practices, collection development, outreach, marketing, and programming for their Native American patrons.</li> <li>• A State Library consultant will work one-on-one with staff to further develop their skills and provide guidance on materials selection, cataloging, production of press releases, brochures, banners, and posters.</li> <li>• The State Library will provide a collection development grant to the participating library as follows: Phase 1 \$5,000, Phase 2 \$3,000, and Phase 3 \$1,500 (Grants for Phases 2 and 3 require 10% local matching funds).</li> </ul>

What will be the <b>desired results</b> ?	<ul style="list-style-type: none"> <li>• Staff will increase their knowledge of how Native American cultural differences impact public service in the library.</li> <li>• Staff will increase their knowledge of the perspectives that Native Americans bring to the library experience and their implications for library philosophy and practice.</li> <li>• Staff will enhance their skills in collection development for their Native American patrons.</li> <li>• Staff will enhance their skills in conducting effective outreach to Native American communities.</li> <li>• Staff will enhance their marketing skills to highlight their collections in Native American languages and services.</li> <li>• Staff will enhance their skills in designing successful programs for their Native American patrons.</li> </ul>
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### III. Logic model summary: program purpose statement

We <b>do</b> what?	<ul style="list-style-type: none"> <li>• Provide opportunities for professional development (attending workshops, conferences, and one-on-one consulting services) and funding for collection development.</li> </ul>
For <b>whom</b> ?	<ul style="list-style-type: none"> <li>• For library staff in small/rural libraries and bookmobiles in Utah. The pilot project focuses on one bookmobile library serving Navajo speakers in remote communities of Southeastern Utah.</li> </ul>
For what <b>outcome</b> /benefit(s)?	<ul style="list-style-type: none"> <li>• To increase library staff's knowledge of Native American cultural differences, perspectives, and their implications on library philosophy and practice.</li> <li>• To enhance library staff's skills in collection development, outreach, marketing, and programming for their Native American patrons.</li> </ul>

### IV. Program elements

#### INPUTS

## People

- USL Staff – Project Coordinator & Consultant, Bookmobile Program Coordinator and Supervisor, Acquisitions, Cataloging, Finances Manager.
- Outside Consultants – Consultant/Trainer for cultural/philosophy workshop, Consultant/Trainer for collection development, outreach, marketing, and programming workshop.
- Small/Rural Library and Bookmobile Staff – Library Director, assigned staff participating in the project, and/or bookmobile librarian.

## Materials

- Training supplies – Workbooks, copies of trainer handouts, pens, flip charts, markers, dry-erase board, dry-erase markers. All documents should be made available via the project's website.
- Publicity – Brochures, banners, flyers.
- Meals – Catered lunch for workshop attendees.

## Equipment and facilities

- Meeting room – Tables and chairs, roundtable style for maximum of 5 attendees.
- Training equipment – Laptop, projector, screen.
- USL Website – Web page specifically for project.

## Standards and regulations

- Travel – Mileage reimbursement for workshop participants according to State of Utah travel guidelines.
- Grant agreement – Standard USL grant agreement signed by USL Director and participating Library Director or Bookmobile Librarian.

## Funding (for line-item costs, see ***Proposed Budget*** attached)

- Phase 1: 2008-2009 Budget: \$11,916.80
- Phase 2: 2009-2010 Budget: \$8,288.40
- Phase 3: 2010-2011 Budget: \$6,713.40
  - ***Total Estimated Project Cost \$26,918.60***

ACTIVITIES
<ul style="list-style-type: none"> <li>Community Needs Assessment – Research areas in Utah where library services for Native American speakers are needed or where current services can be enhanced to satisfy growing demand.</li> </ul>
<ul style="list-style-type: none"> <li>Annual Project Plan – Present to USL Library Development Manager, Director and Board the proposed plan for the year, to respond to the needs assessment.</li> </ul>
<ul style="list-style-type: none"> <li>Project Participants – Recruit Library Directors and Bookmobile Librarians to participate in the project.</li> </ul>
<ul style="list-style-type: none"> <li>Plan Workshops – Define content for the workshops, secure trainers for the workshops, recruit workshop participants, schedule meeting spaces, produce workshop materials, and promote workshops.</li> </ul>
<ul style="list-style-type: none"> <li>Administer Budget – Authorize reimbursement for eligible expenses.</li> </ul>
SERVICES
<ul style="list-style-type: none"> <li>Provide opportunity to attend a workshop or conference about cultural issues, library philosophy and practices, and their implications for library services for speakers of Native American languages.</li> </ul>
<ul style="list-style-type: none"> <li>Provide opportunity to attend a workshop or class on collection development, outreach, marketing, and programming for speakers of Native American languages.</li> </ul>
<ul style="list-style-type: none"> <li>Provide consulting services for participating librarians in materials selection, cataloging, translations, press releases, brochures, banners, and posters.</li> </ul>
<ul style="list-style-type: none"> <li>Provide scaled grants in 3 phases.</li> </ul>
OUTPUTS
<ul style="list-style-type: none"> <li>Participating Libraries – Number of libraries that participated in the project.</li> </ul>
<ul style="list-style-type: none"> <li>Workshops – Number of library staff who attended the workshops.</li> </ul>
<ul style="list-style-type: none"> <li>Library Holdings – Total number of new materials added to the collection with grant funds.</li> </ul>
<ul style="list-style-type: none"> <li>Circulation – Total number of materials checked out (by category if data is available).</li> </ul>
<ul style="list-style-type: none"> <li>Budget – Local budget for maintaining the Native American collection and services.</li> </ul>

<ul style="list-style-type: none"> <li>• Outreach – Number of outreach activities in Native American communities conducted outside the library.</li> </ul>
<ul style="list-style-type: none"> <li>• Marketing – Number of library documents translated into a Native American language and number of locations in the community where library literature was displayed.</li> </ul>
<ul style="list-style-type: none"> <li>• Programs – Number of programs held for speakers of Native American languages.</li> </ul>
<ul style="list-style-type: none"> <li>• Patron training – Number of classes held in the library for speakers of Native American languages.</li> </ul>

## V. Outcomes

### **Outcome 1: Staff will know how Native American cultural differences impact public service in the library.**

<i>Indicator(s)</i>	<i>Applied to</i>	<i>Data Source</i>	<i>Data Interval</i>	<i>Target</i>
The number and percentage of staff who can name at least 3 common cultural differences that have an impact on library services.	All workshop participants.	Questionnaire.	At end of workshop.	100% (1 out of 1)

### **Outcome 2: Staff will know the perspectives that Native Americans bring to the library experience and their implications for library philosophy and practice.**

<i>Indicator(s)</i>	<i>Applied to</i>	<i>Data Source</i>	<i>Data Interval</i>	<i>Target</i>
The number and percentage of staff who can give at least 2 examples of how Native American perspectives present challenges to library philosophy and practice.	All workshop participants.	Questionnaire.	At end of workshop.	100% (1 out of 1)



**Outcome 3: Staff will enhance their skills in collection development for their Native American patrons.**

<i>Indicator(s)</i>	<i>Applied to</i>	<i>Data Source</i>	<i>Data Interval</i>	<i>Target</i>
The number and percentage of staff who established relationships with at least one vendor of Native American literature materials other than B&T and Ingram.	All project participants.	Survey.	At the end of the project.	100% (1 out of 1)

**Outcome 4: Staff will conduct effective outreach to Native American communities.**

<i>Indicator(s)</i>	<i>Applied to</i>	<i>Data Source</i>	<i>Data Interval</i>	<i>Target</i>
The number and percentage of staff that identified and attended at least one outreach event for a Native American community.	All project participants.	Survey.	At the end of the project.	100% (1 out of 1)

**Outcome 5: Staff will market their collections in Native American languages and services to the community**

<i>Indicator(s)</i>	<i>Applied to</i>	<i>Data Source</i>	<i>Data Interval</i>	<i>Target</i>
The number and percentage of staff who implemented at least three new marketing strategies.	All project participants.	Survey.	At the end of the project.	100% (1 out of 1)

**Outcome 6: Staff will conduct successful programs for their Native American patrons.**

<i>Indicator(s)</i>	<i>Applied to</i>	<i>Data Source</i>	<i>Data Interval</i>	<i>Target</i>
The number and percentage of staff who prepared a program for a Native American community.	All project participants.	Survey.	At the end of the project.	100% (1 out of 1)